

**WISDOM OF THE ELDERS RADIO: SERIES 3, PROGRAM 7
HONORING GRAND RONDE
GRADES K-4 * TRADITIONAL ARTS**

Lesson plan written by Wren Christopher, Eastern-Band Cherokee Heritage.

SUBJECT AREAS

Arts and culture
Plant fibers and basketry

SKILLS

National Standards for Arts Education – Visual Arts Standards

Choosing and evaluating a range of subject matter, symbols and ideas
Understanding the visual arts in relation to history and culture

Oregon Common Curriculum Goals – Benchmark 2 for the Arts

Aesthetics and art criticism
Historical and cultural perspectives
Student will create, present and/or perform

LEARNING OBJECTIVES

After completing the lessons in this unit, students will be able to:

- Identify and list the different names and locations of the original homeland of the Kalapuya and Umpqua Nation and what reservation they live on today
- List and research the three different plant materials that Connie Graves gathers and uses in her baskets and design a poster
- Identify what a designer does and how materials, knowledge and inspiration are important to this person
- Design a traditional cone-shaped burden basket and name the importance of the shape and how it is worn using a tumpline
- List how Connie Graves is keeping a tribal tradition alive, such as: Teaching others, recording and sharing her stories of basket making, etc.

INTRODUCTION

“In any culture, art may be described as the intersection of materials, knowledge and inspiration. The materials of the traditional basket maker are often easy to find. Inspiration comes to a select few and knowledge – obtained over generations of experimentation – must be learned.”

Arlie Neskahi (Dine)

This lesson provides information about the Kalapuya and Umpqua Nations of the Willamette Valley and Southwest Oregon. Both groups were relocated to what is known as the Grand Ronde Reservation located in northwestern Oregon.

(<http://www.grandronde.org>)

Students will be introduced through listening to Kalapuya and Umpqua traditional basket weaver, Connie Graves.

Students with computer internet access will research the history of the geographic areas of the Confederated Tribes of the Grand Ronde and the importance of different plant materials used in their basketry.

Overview

This lesson will explore the traditional cone-shaped burden basket and why it was made and the three types of plant fibers that were used in the past as well as in present-day for traditional basket making. (See <http://americanindian.si.edu/exhibitions/baskets/subpage.cfm?subpage=burden>.)

The lesson will provide students K to 4th grades with art activities, such as constructing a traditional cone-shaped burden basket and decorating it with the student's personal designs and embellishments. Also, students will create a deck of plant identification playing cards of the three types of Oregon basket-making materials (juncus, cedar, and willow).

Lesson 1: Introduction to the Grand Ronde Nations Traditional Burden Basket

Lesson 2: Design and Create a Burden Basket with a Strap

Lesson 3: Research and Make a Poster of the Three Types of Basket Materials

GUIDING QUESTIONS

Before presenting the lessons the teacher will create a **KWL learning poster** (**K** is for what we know, **W** is for what we want to learn and **L** is for what we have learned) for the classroom:

- **K**—What does homeland mean? Where was the Kalapuya and Umpqua Nation's original homeland?
- **K**—What is a reservation? Where do these tribes live today?
- **K**—What do we know about baskets used in the past by the Grand Ronde people?

KWL questions and answers are generated daily by students and are recorded by student and/or teacher scribe.

More questions after listening to the radio segment:

Connie Graves mentions another country besides the United States (the Northwest and the Appalachian Mountain area) that also makes baskets. What country is it? (China)

For an extension for older students: bring from home baskets made in China and compare and contrast shapes, materials, designs and construction to Native baskets. Use photographs and/ or visit a local museum with Northwest and Appalachian baskets. The optimum experience is to invite a local basket weaver into the classroom by contacting the educational department of an historical museum or a local tribe, and/or searching the internet for basket weaving associations in your state.

- **W**—is for what the students want to learn about the Grand Ronde Tribes and basket making of the past and present. What is a designer? How are inspiration, knowledge and materials important to a basket maker?
- **L**—is for what the students have learned about the people of the Grand Ronde Tribes, their basketry, history and the answers to the questions listed above. Make a list of how Connie Graves is keeping a tradition of tribal basketry alive.

Revisit these questions after the lessons and use a different colored pen to answer the original questions. Allow students to write down second go-around answers to the questions posed in class.

If time permits, conclude each lesson with a “Talking Circle” (see glossary for definition).

PREPARING TO TEACH THIS LESSON

- Have available a CD player and Wisdom of the Elders Series 3, Program 7.
- Collect writing and drawing paper, drawing and colored pencils, erasers, stapler, tape, scissors, rulers, craft glue, hole punch, small paper cutter, brown postal wrapping paper and/or any other stiff paper that can be folded into a cone shape cut into approximately 2'x 3' size (can vary if student wants to make a smaller or larger basket), and poster board and colored markers for **KWL** board.
- Ask students to bring items to decorate a basket: pony beads, old jewelry, small bells, and strips of leather, old belts, raffia, and yarn to tie objects and make a basket carrying strap called a tumpline.
- Bring in traditional flute music (i.e. a CD by Jan Reibach, Grand Ronde tribal member).

SUGGESTED ACTIVITIES

Lesson 1: Introduction to the Grand Ronde Nations Traditional Burden Basket

Standards

ENGLISH LANGUAGE ARTS

- EL.04.RE.03—Listen to, read, and understand a wide variety of informational and narrative text.
- EL.04.RE.05—Demonstrate listening comprehension of more complex text through class and/or small group interpretive discussions across the subject areas.
- EL.04.RE.18—Find information in specialized materials.
- EL.04.SL.07—Ask thoughtful questions and respond orally to questions with appropriate discussion.

CD Segments to Play

For this topic, go to *Wisdom of the Elders Radio Series 3, Program 7* (with traditional artist Connie Graves).

Background

The teacher should make copies for each student of a tribal map (1750-1850) of Oregon downloaded from website <http://www.usgennet.org> (go to Indian Map). This site also has other related websites to support student research and for teacher reference. Older students can continue to research the history of the geographic areas of the Confederated Tribes and the importance of different plant basketry materials in each area.

Access tribal member Elaine LaBonte's story at <http://www.turtleislandstorytellers.net>. Students can also hear Elaine's story online, which is a wonderful way for ESL and younger students to access the story and/or download the story to read aloud.

Another excellent website on burden baskets for the student resource library is from "The Language of Native American Baskets from the Weavers' Point of View" at <http://americanindian.si.edu/exhibitions/baskets/subpage.cfm?subpage=burden>. Read the quote from Native basket maker Pat Gold on the reason for the huckleberry-pail's shape (so that the berries on the bottom wouldn't get crushed).

Suggested Strategies

- Obtain and display pictures of traditional burden baskets from the websites listed in the references at the end of this lesson.
- Have a variety of books on West Coast Traditional Baskets and Weavers for students to look at and use.
- Create a comfortable working library for the students to quietly sit and draw ideas and use as a reference station for KWL questions.
- Have a CD player with headphones and Connie Graves segment available as well as a computer with internet and the websites listed.

Activities

1. Listen

Listen to the Connie Graves segment.

2. Discuss

- Who is Connie Graves? From what two tribes does she descend? Where in Oregon were their original homelands? To what reservation were these two tribes relocated?
- What was important in the weaving of a burden basket? Describe what they looked like and why they had a strap (tumpline) rather a handle. Why was the cone-shape important in the design of the burden basket?
- Why were burden baskets needed? For younger students, ask them if they have ever picked food, such as corn or berries out of a garden. What did they use to hold the food they picked? Baskets?
- Ask the students about grocery shopping with their parents. Where does the checker place their groceries? Bags! Brainstorm how many different types of containers (plastic and paper bag, Tupperware, cardboard, etc.) are used to hold food.
- What local types of indigenous plant fibers did the Grande Ronde weaver Connie like to use to make her baskets? Use the reference books listed below and the websites if computers are available in the classroom.
- Students can also work in teams with one book and/or website and report back, as a group, to the class. For older students, ask them to play botanist and write down as many species of the three types of weaving fibers (juncus, cedar, and willow) as they can research using the internet or books from your local school library. Compare team findings and post in the art room to be used as “in-house” references.

Lesson 2: Design and Create a Burden Basket with a Strap

Standards

THE ARTS

- AR.03.CP.01—Use experiences, imagination, essential elements, and organizational principles to achieve a desired effect when creating, presenting, and/or performing works of art.
- AR.03.CP.02—Explore aspects of the creative process and the effect of different choices on one’s work.

ENGLISH LANGUAGE ARTS

- EL.04.SL.07—Ask thoughtful questions and respond orally to questions with appropriate discussion.

CD Segments to Play

Background

Allow students enough time to study photos from the website on burden baskets and in books.

Suggested Strategies

- A great homework extension to this lesson would be to ask the students to design a game and write instructions for an activity that involved using their burden baskets. Put all of the students’ homework in a basket and pull one out to play as a class.
- The teacher could play some traditional flute music for the students during their studio time. This is a nice way to open the student workshop time and a quiet way to close before clean-up and talking circle.

Activities

1. Draw

Have the students draw a picture of what their burden basket will look like. Students should work in small groups to help one another problem-solve and to share art supplies.

2. Art project

- Pass out stiff, brown rectangular paper and have scissors, rulers, staplers, and other needed supplies.
- Younger and older students should see a teacher sample of a paper cone-shaped basket. For younger students it might be helpful to have a few parent helpers in the classroom.
- A step-by-step demonstration on how to roll a piece of paper into a cone without a hole in the bottom will benefit all students. Some folding/cutting paper at the top may be necessary before using a stapler and/or glue.

- Older students may enjoy the creative challenge of making different sizes of baskets out of different weights of colored paper.
- After the basket is stapled and/or glued into the cone-shape the top of the basket will need to be trimmed and/or folded down to make a round top.
- The older students may want to reinforce the top with some of the different supplies, such as strips of leather, hole punch and lace yarn across the top. Student creativity is the key here!
- The words “inspiration” and “experimentation” should be written on the poster board by the teacher at this time, to be revisited at the end of the lesson.
- Working with a partner, the two students will have to use a measuring tape to decide how long their strap will have to be before they make it out of folded paper, yarn, and/or leather. Remind the students that the basket is worn on their back and the strap comes around and fits over the forehead. Note that for some designs, the tumpline or strap fits around the shoulders and front of chest. Have the students study photographs of tumplines and baskets being worn. See references.
- Tumplines were fashioned out of a woven band of local fibers, usually with long braids on either end. The wider portion was centered on the forehead and/or around the chest. Older students can work in teams to problem solve the best way to make. Younger students need direct instruction and helpers. Old thin belts or scraps of material or leather can be cut and hole-punched for students to braid yarn at both ends to construct a simple tumpline. The belt or cloth should be about 12”-16” long and at least 2” wide – remember that children come in different chest sizes. It needs to fit across the chest and/or forehead, comfortably.
- Staple and/or hole punch the two sides of the basket to secure the strap.

3. Talking Circle

Have students sit with their baskets, ask if any student would like to stand and share how they would wear his/her burden basket. Could they pick up something small from the classroom and put it in their basket? Ask them what inspiration and experimentation meant to them. What does the word “designer” mean? Write the answers on the KWL board.

Lesson 3: Research and Make a Poster of the Three Types of Basket Materials

Standards

THE ARTS

- AR.03.CP.03—Create, present, and/or perform a work of art that demonstrates an idea, mood, or feeling.

ENGLISH LANGUAGE ARTS

- EL.04.SL.07—Ask thoughtful questions and respond orally to questions with appropriate discussion.

CD Segments to Play

Background

The teacher will write the following criteria for researching the three basket materials on the board or print and handout to students:

Common name of plant

Native name of plant (if listed)

Illustration of plant

Suggested Strategies

- **Younger students** need direct step-by-step instruction on how to research the three types of basket materials. Please modify the lesson instructions for your students. K-1st grade students could be guided in their “research” by picking a plant information card, (already researched and printed out by the teacher) to choose from. The younger student could rewrite one or two important sentences and draw a picture of the plant.
- **Older students** can either work independently or in teams. Students will need to access the teacher-created resource library/audio center to the Connie Graves segment and/or Elaine LaBonte’s segment. The teacher could assign each group with one of the three basket materials to research.

Activities

1. Discuss

Before passing out poster paper and drawing supplies, revisit the **KWL** wall. Dialogue about what a designer is from lesson #2. Remember the two words, inspiration and experimentation.

2. Discuss

What questions do you think a designer of a Native fiber basketry poster would need to ask before starting their work? List the questions that the students pose and have the students answer them.

3. Art project

Pass out poster board and drawing supplies to all students for their studio time. Again, with each studio workshop, traditional Native music helps create a calming classroom atmosphere.

4. Talking Circle

At the end of the studio workshop, have the students come to the talking circle to share their work. Ask the students to share what worked and what did not work for them. Display their poster in the classroom.

5. Report

Allow enough time to come together at the end of the class period to have groups report to class their findings and post their work.

6. Homework

For extra credit and/or a homework assignment: Students will design another poster after viewing and listening to their peers in the talking circle. The student will write a paragraph about why they used the design elements in their second poster.

EXTENDING THE LESSON/REFERENCES

Books, etc.

Buan, Carolyn M. and Richard Lewis (eds.). The First Oregonians. OR Council of Humanities: Portland, Oregon, 1991.

Collins, Richard. The Native Americans: The Indigenous People of North America. Smithmark Publishers: New York, reprinted 1992.

Gunther, Erna. Ethnobotany of Western Washington: The Knowledge and Use of Indigenous Plants by Native Americans. Washington Press: 1974.

Indians in Oregon Today, Oregon Middle School-High School Curriculum. Oregon Dept. of Education: Salem, OR, 2004 revision.

To obtain this document, visit

http://www.ode.state.or.us/opportunities/grants/nclb/title_vii/indiansinoregotoday.pdf or contact the Oregon Department of Education:

255 Capitol St. NE,
Salem, OR 97310-0203

Pendleton, Lorann. Native Americans, the Nature Company Discoveries. Time-Life Books, U.S.A.: reprinted 1996.

Schlick, Mary D. Columbia River Basketry: Gift of the Ancestors, Gift of the Earth. University of Washington Press: 1994.

Websites

The Confederated Tribes of the Coos, Lower Umpqua and Siuslaw
<http://www.ctclsi.org>

The Confederated Tribes of the Grand Ronde
<http://www.grandronde.org>

Cow Creek Band of Umpqua Indians
<http://www.cowcreek.com>

The Language of Native American Baskets from the Weavers' Point of View (text and photos of burden baskets)
<http://americanindian.si.edu/exhibitions/baskets/subpage.cfm?subpage=burden>

Native Americans of the Willamette Valley (tribal information and maps)
<http://www.usgennet.org/alhnorus/ahorclak/indiobiblio.html>

Turtle Island Storyteller Elaine LaBonte (Grand Ronde Tribal Member)
http://www.turtleislandstorytellers.net/tis_oregon/transcript_e_labonte.htm

Native Plants of the Northwest
<http://www.nwplants.com>

Attachment

Glossary

Glossary

Artist A person who is skilled and does anything well, with imagination and a feeling of form, effect, etc.

Burden Basket A conical-shaped basket worn on the back, supported by a strap (a tumpline) around the forehead and/or chest, allowing the person's hands to be free.

Cedar A large, cone-bearing tree. Western Red Cedar is one type of tree that is used to make baskets. Cedar has often been called, "The Tree of Life," by the Pacific Northwest tribes for its many uses.

Grand Ronde Reservation Home to twenty-six different tribes that were forced out of their original homelands and relocated to land in northwestern Oregon.

Juncus A member of the rush family. It has long, grass-like blades and is used in basket-making.

Kalapuya Tribe Original homeland was in the Greater Willamette Valley Area. Today, the Kalapuya Tribe is part of the Confederation of the Grand Ronde.

Reservation Land upon which Indians were restricted, relocated, or otherwise confined apart from or much reduced from their original homelands.

Talking Circle Traditionally used as a speaking forum by tribal members seated in a circle. The speaker holds a talking stick or feather when addressing the other members who listen without interrupting until the stick or feather is passed to the next person to their left.

Tumpline A woven band in the form of a loop attached to a burden basket that rests upon a person's back. The woven band was worn across one's forehead or across the chest.

Umpqua Tribe Original homeland was in the Southwestern part of Oregon. Today, there is The Cow Creek Band of Umpqua Indians and the Confederated Tribes of the Coos, Lower Umpqua and Siuslaw.

Willow There are many different types of willow, from scrubs to trees, used in basket-making.